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ABSTRACT

A step-by-step guide for seeking college credit for prior learning is presented in this Indiana University (IU) student handbook. The External Degree Program in General Studies at Indiana University at South Bend awards college credit toward the Associate and/or Bachelors of General Studies degree for knowledge and understanding gained through various life experiences. The University requires that students submit for assessment a portfolio that organizes prior learning experiences into a manageable form. The portfolio includes: (1) title page; (2) table of contents; (3) introduction; (4) resume; (5) clustering of learning experiences and competency statements; (6) request for credit; and (7) appendix. Both general and course specific credits can be earned. General credits awarded are transferable to any other Indiana University External Degree Program in General Studies and the per credit fee is discussed. Other methods of earning credit for learning from life experiences that are possible at IU include the College Level Examination Program (CLEP) and Examinations given by the Independent Study Division of the School of Continuing Education. (SF)

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# COLLEGE CREDIT FOR PRIOR LEARNING

## A STUDENT HANDBOOK

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ted Hengesbach

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Prepared by
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July, 1979

HE 012 005

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in General Studies
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The External Degree Programs in General Studies at IUSB recognize that persons may have gained college level knowledge and understanding through various life experiences. College credit toward the Associates and/or Bachelors of General Studies degrees can be awarded for such prior learning.

WHAT WILL I HAVE TO DO TO GAIN CREDIT FOR "LEARNING FROM LIFE EXPERIENCE?"

You will have to prepare a portfolio, a document organizing your learning experiences into a manageable form for assessment. There is no specified length, but depending on the nature of your experiences, the writing of a portfolio will be a demanding exercise which most persons have reported is a personally rewarding project.

WHAT IS THE FIRST STEP IN PREPARING SUCH A PORTFOLIO?

It normally requires you to participate in a workshop designed to assist you in preparing the portfolio. These workshops meet for three, two-hour sessions. The workshops are held at regular times each semester. Please contact the External Degree Programs Office for the current schedule. If your schedule does not permit you to attend the workshops other arrangements can be made.

WHAT DOES A PORTFOLIO LOOK LIKE?

There are certain guidelines and a specified format for the portfolio. In general it should be kept in mind that"your portfolio should look like college-level work: typed, well organized and arranged, neat, and correct with respect to grammar, spelling, and punctuation."[1]

THE ELEMENTS OF THE PORTFOLIO ARE:

1. Title Page
2. Table of Contents
3. Introduction
4. Resume
5. Clustering of Learning experiences and Competency Statements
6. Request for Credit
7. Appendix

The following pages provide models of the various elements of the portfolio which must of course be adjusted to fit one's personal situation. Some explanatory comments are also included where necessary.

[1] Assessing Prior Learning - A CAEL Student Guide. p. 94.

1. The Title Page

This is a traditional title page form used for graduate dissertations. Note that the advisor, the staff person most closely involved in the preparation of your portfolio,puts his/her signature on the appropriate line before sending it to the faculty person for evaluation. The advisor's signature means that the portfolio has been prepared according to the format specified in this handbook.

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PRIOR LEARNING PORTFOLIO

Submitted to the Faculty of

Indiana University at South Bend

for evaluation for credit toward

the degree of

Associate of General Studies

or

Bachelor of General Studies

by

Hilary Cael

_____

Advisor

Division of Continuing Education

South Bend, Indiana

August, 1976

## 2. The Table of Contents

The model presented on this page presupposes that a person is seeking college credit in several areas and has completed the portfolio in all areas prior to submitting it. You may be seeking college credit in a single area or in several areas but may wish to submit separate portfolios rather than all at one time. This is perfectly acceptable and in many cases a preferred procedure. You will need to develop a title page that fits your own situation.


INTRODUCTION ..... 3

RESUME ..... 4

DESCRIPTIONS OF LEARNING

AREA 1: DIVISION OF EDUCATION

History and Philosophy of Education .... 5

Request for Credit ..... 7

AREA 2: DEPARTMENT OF RELIGIOUS STUDIES

A) Comparative Religion ..... 9
B) New Testament Studies ..... 10

Request for Credit ..... 11

AREA 3: DIVISION OF BUSINESS AND ECONOMICS

A) Management ..... 13
B) Marketing ..... 14

Request for Credit ..... 15

APPENDIX

1) Division of Education ..... 17
2) Department of Religious Studies ..... 20
3) Division of Business and Economics ..... 25

3. The Introduction

The purpose of the introduction is to tell the evaluator what he/she should expect to find in reading this portfolio, that is, what the basic overall structure of the portfolio and its key elements are.

Although the portfolio is clear to you as to structure and content, it is totally new to the particular evaluator. The introduction is meant to ease the reader gently into the task of assessment.

The following is a good example of a direct, concise introduction written for an evaluation report:

> **The following report is based on interviews with the project administrator on July 23 and August 17, 1979, class visitations on August 21, and interviews with the project administrator, instructor, project secretary, and the Continuing Education supervisor on August 21, 1979. In addition, classroom materials and project forms were examined.**
>
> **The report will be presented in four sections: administration, instruction, general, and conclusions. The first three sections will be presented in two parts, observations and recommendations.**

---

The introduction is not the appropriate section to indicate the number of credits you are seeking or to justify the award of college credit. This will come later.

Double space this section. It should usually be about 1 page in length.

## 4. The Resume

The purpose of the resume is to provide the evaluator with a comprehensive picture of who you are. It is an autobiography in shorthand.

You are free to follow one of the following suggested methods[2] for preparing your resume or to develop a format that suits you best.

A)

1. Work experience
2. Education
   a. College
   b. Noncollege
3. Societal
   a. Organizational (clubs)
   b. Political
   c. Volunteer services
4. Hobbies
5. Special interests
6. Other (those experiences not easily placed in other categories)

or

B)

1. Employment
2. Noncredit courses or training programs
3. Organizations, awards
4. Licenses, awards, professional organization, office held
5. Specified demonstrated competences (e.g., flying)
6. Publications, reports
7. Military experience
8. Other

or

C)

1. Work activities
2. Homemaking activities
3. Volunteer activities
4. Noncredit courses and seminars
5. Travel
6. Recreational activities and hobbies
7. Independent reading
8. Conversations with experts

Whatever form is used it is very instructive for the reader if you write a brief description of your responsibilities and functions for each entry. The following are two examples of such descriptions.

[2] Assessing Prior Learning - A CAEL Handbook. p. 19.

A)

| | |
|---|---|
| Work Experience<br>1977 to present | Assistant Manager<br>Firestone Tube & Rubber Co., South Bend, Indiana<br>responsible for mounting tires, wheel alignment, wheel balancing and vehicle lubrication. Assisted in training and orientation of new personnel. |
| 1975 - 1977 | Inventory Clerk<br>J. C. Penney Company, Warsaw, Indiana<br>Responsibilities included controlling the flow of goods received, stored, and issued. Unpacked incoming merchandise and checked goods for damage. Processed paper necessary to obtain replacement of credit. |
| 1974 - 1975 | Gas Station Attendant<br>Al's Mobil Oil Station, South Bend, Indiana<br>Served customers' gas and oil needs, handled cash and credit card transactions, and assisted the mechanic as needed. |

B)

Marketing:

Responsible for marketing effort for ten million dollar power tool product line. Developed market research program and supervised product research, planning, advertising, and sales promotion.

Management:

Organized and developed research and promotion programs. Maintained a budget in excess of one million dollars. Trained management and marketing trainees. Served on employee selection committee for Sell-All Company.

Leadership:

Served as chairperson of Employee Relations Committee. Supervised training program for assistant sales manager. Directly supervised seven sales managers with responsibility for forty-person sales staff.

Single space this section.

5. The Clustering of Learning Experiences and Competency Statements

This is the heart of the portfolio.

On a single page, you are asked to carefully organize your prior learning from life experiences by

A) giving a title to each specific kind of learning you have gained

B) listing the life experiences which helped you gain, develop and demonstrate this learning

C) making a list of specific statements which indicates the breadth and depth of the knowledge you possess

D) citing the ways that this knowledge can be verified.

(See the Cluster Page Model on the next page.)

Cluster Page Model

Description of Specific Learning

A) Title of Learning:

B) List of related learning experiences:

C) Statements of Learning:

On the basis of these experiences

I can/know _____

I can/know _____

I can/know _____

I can/know _____.

I can/know _____

I can/know _____

I can/know _____.

I can/know _____

D) Demonstration of Learning:

The clustering of learning experiences and the development of competency statements is a difficult and demanding task as you can well imagine. To assist you in this task you may wish to follow these 6 steps:

1) Complete the "Learnings Checklist" on the next two pages.

2) Make a list of the various experiences which you have had which have made you competent as a secretary, a musician, a librarian, an administrator, etc. These experiences can be formal schooling, work experience, the result of private reading or research, etc.

3) Express what you have learned in several specific "compentency statements". In order to do this you may want to complete sentences beginning with the words "I know ....." or "I can .....".

The list of "Sample Learning Statements" on the next several pages will provide some leads in developing your own personal list. It is also helpful to check college bulletins and textbooks used in college courses in your area of competence in order to develop such "statements of learning."

## LEARNINGS CHECKLIST

The following checklists may help you to identify various areas of competence.

1) Indicate vocational training and skills you have acquired.

- ____ Typing ____ wpm
- ____ Shorthand ____ wpm
- ____ Bookkeeping
- ____ Other office skills (specify) ____
- ____ Cosmetology
- ____ Licensed practical nurse
- ____ Building trades (specify) ____
- ____ Other (specify) ____

2) In what field of knowledge do you feel up-to-date and competent?

**Communications**

- ____ English composition
- ____ Drama
- ____ Speech

**Humanities**

- ____ Art
- ____ Art history
- ____ Languages (specify) ____
- ____ Literature
- ____ Music
- ____ Philosophy
- ____ Religion

**Natural sciences**

- ____ Biological sciences
- ____ Chemistry
- ____ Geology
- ____ Physics
- ____ Oceanography

**Social sciences**

- ____ Anthropology
- ____ Economics
- ____ Geography
- ____ History
- ____ Political science
- ____ Sociology

**Mathematics**

- ____ Statistics
- ____ Mathematics
- ____ Other (specify) ____

3) In what professional fields do you feel up-to-date and competent?

- ____ Accounting
- ____ Business administration
- ____ Education
- ____ Law
- ____ Library work
- ____ Nursing
- ____ Social work
- ____ Other (specify) ____

4) With what groups or organizations have you been involved?

_____ Health services
_____ Welfare agencies
_____ Educational programs
  _____ Children
  _____ Teenagers
  _____ Adults
_____ Public library
_____ Political parties
_____ Aging population
_____ Legal services
_____ Ecology
_____ Consumer affairs
_____ Museums and art galleries
_____ Church activities
_____ Women's organizations
_____ Correctional institutions

5) What kinds of skills have you developed through life experiences?

_____ Financial records
_____ Counseling
_____ Teaching
_____ Interviewing
_____ Listening
_____ Public relations
_____ Business management
_____ Writing
_____ Editing
_____ Driving
_____ Conducting tours
_____ Supervision
_____ Nursing
_____ First aid
_____ Receptionist
_____ Library skills
_____ Music or drama
_____ Other (specify) _____

SAMPLE LEARNING STATEMENTS[3]

I know advanced principles and techniques of accounting and can use these well enough to keep books for a small business.

I know the principles and techniques of bowling and can apply these well enough to maintain an average score of 160.

I know the principles and techniques of personnel management and can apply these as an assistant personnel officer -- specifically: record keeping, office management, affirmative action, and grievance procedures.

I know the history and methods of social change relative to black Americans -- specifically: a survey of civil rights organizations, educational opportunities, and religious organizations.

I know the basic concepts and skills of community organizing and can function as a community advocate well enough to be employed in a county welfare office.

I know the basic principles and procedures of still black-and-white photography and can produce work at a level to rank in the top 30% of that submitted in the Twin Cities Amateur Photography Contest.

I know the basic principles and techniques of interviewing and can apply these -- specifically: establishing rapport, eliciting information, probing without creating resistance, communicating clearly.

I know the roles and functions of Girl Scout, Camp Fire, and 4-H programs in preparing participants for citizenship roles at a level equivalent to the average adult supervisor of these groups.

I know the basic history and methods of fund raising for civic organizations at a level equivalent to the top 20% of volunteer personnel attached to the United Way.

I know the theories of abnormal personality development and therapeutic approaches commonly used in dealing with deviant behavior at a level equivalent to that normally achieved by third-year undergraduate students in psychology.

I know the basic principles and skills of reducing information written in technical language to lay language and can apply these well enough to make information in divorce education textbooks usable to volunteer workers.

I know not only the interrelated physical, psychological, social, and spiritual dynamics of chemical dependency as they relate to individual clients and the family social structure, but also the general approaches to the tasks of prevention and treatment well enough to function as an entry-level counselor for the chemically dependent.

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[3] Adapted from materials of Metropolitan State University. (see p. 99-101 of Assessing Prior Learning - A CAEL Student Guide.)

Samples Learning Statements (Cont'd.)

I know the major options in religious beliefs found in the U.S.A. and can apply this knowledge to personal life well enough to be able to present accurate, consistent, and logical arguments to support my own beliefs.

I know the basic principles and techniques of assisting children in physical development and can apply these at a level equivalent to a teacher in a group-day-care center.

I know and can apply the principles and techniques of management and finance well enough to develop a departmnental budget for a school district.

I know the principles and methods for preparing, presenting, and administering federal grants and can apply this knowledge in nonprofit organizations at a professional level.

I know and can use the theories, principles, and procedures of comprehensive urban planning well enough to be employed as a professional urban planner.

I know and can apply the legal and behavioral approaches to private sector collective bargaining, including labor law and contract administration, well enough to do actual union bargaining.

I know the principles and techniques of behavior modification and can apply techniques in an elementary school classroom well enough to be employed as a school aide.

I know the theories and techniques of dream interpretation on an amateur level.

I know the horticultural principles and techniques related to organic gardening and can apply them in the creation of my own amateur garden.

I know the principles and methods of literary analysis in relation to modern American literature and can apply this knowledge in writing analytical essays on the works of Hemmingway, Faulkner, Steinbeck, and Henry James.

I know the ahthropoligical methods and theory in relation to the Malagasy culture and can apply this knowledge in writing an article published in a professional journal of anthropology.

I know and can apply the principles and techniques of administering emergency medical treatment at a chemical dependency treatment facility at a level equivalent to a beginning counselor.

I know the historical development and current status of anti-trust law in relation to price fixing, monopolization, and mergers and can apply this knowledge at the level of a middle manager in a large company.

I know the theories and research techniques of literary history in relation to poetry and can apply this knowledge in writing critical analyses of the development of T. S. Eliot's poetry.

4) By the time you come to this step, if not before, you will be able to give a title to the learning you possess. In deciding on such a "Title of Learning" it is recommended that you use the titles employed by the university departments and divisions. The IUSB bulletin is a guide to determing appropriate academic titles. You are certainly free to confer other college bulletins which may give titles which more accurately express your specific learning. Some examples of academic titles from the IUSB Bulletin are:

Business: Marketing

Education: Child Growth & Development

Speech: Argumentation and Debate

Computer Programming

5) Make a list of ways in which the knowledge you possess could be verified to an evaluator.

The next page provides a list of suggested forms of documentation. It is sufficient to simply list on the cluster page the various ways your knowledge could be documented if requested by the evaluator. It would be appropriate however to select one representative piece of documentation for each area of learning for inclusion in the appendix.

| Type of Activity | Documentation |
|---|---|
| Work Experience | Job descriptions<br>Awards<br>Letters of commendation<br>Letters of corroboration from superiors, peers, clients<br>Congratulations on high performance<br>Promotion evaluations<br>Evidence of promotion<br>Samples of work produced<br>Evidence of suggestions adopted<br>Explanation of tasks performed<br>Explanation of ranking, rating, or classification system in company or organization<br>Licenses<br>Performance standards for acquiring licenses<br>Membership in professional or trade organizations<br>Membership requirements for professional/trade organizations<br>Scores on licensing exams |
| | Military separation papers<br>Bills of sale<br>Rating forms<br>Military records<br>Work samples |
| Community Service Activities | Commendations<br>Awards<br>Newspaper and magazine clippings<br>Letters of corroboration from co-volunteers, clients served, supervisors |
| Noncollege Courses and Training | Transcripts<br>Amount of assignments<br>Amount of time spent on outside assignments<br>Letter attesting student was enrolled in course<br>Learning outcomes or objectives of course<br>Syllabi<br>Evidence of completion<br>Course description(s)/outline(s)<br>Number of didactic hours<br>Number of clinical or practicum hours<br>Diplomas |
| Special Accomplishments | Books published<br>Pictures painted<br>Music written<br>A list of books read<br>Patents obtained<br>List of countries visited<br>Mementos from countries lived in and traveled to<br>Machines designed<br>Exhibits such as shells, plants, etc.<br>Photographs of famous landmarks visited<br>Speeches given<br>Programs from performances<br>Writing samples<br>Audiovisual presentations<br>Proposals written<br>Conversations with experts |

4 Assessing Prior Learning - A CAEL Handbook. pp. 33-34.

6) Transfer the material you have produced onto a cluster page.

It is important that you use only one page for each specific learning. If this proves impossible, this probably indicates that your knowledge should be organized into other specific learnings which require separate cluster pages.

It would be to your advantage to submit drafts of cluster pages periodically to the advisor for examination. This can be done most easily by mail. Be sure to make copies of all materials submitted.

The cluster page should be single spaced.

6. The Request for Credit

In this part of the portfolio you are asked to make an argument that the knowledge gained from life experience is

A) College level and

B) that a certain number of credits should be awarded.

A) Your knowledge must be "college level".

The following descriptions of the various levels of learning make clear that college level credit or baccalaureate credit is a measure of a person's understanding of basic principles; of theory; of critical analysis beyond occupational and procedural skills. Your request for credit must show that this is the kind of learning you possess in order to justify the awarding of credit toward an Associates or Bachelor's degree.

LEVELS OF LEARNING [5]

1. Vocational: This category includes course work normally found in year-long certificate programs which are designed to provide students with occupational skills; in many two-year institutions, they are also found in curricula leading to associate degrees in technical programs. Course content is specialized, and the accompanying shop training emphasizes procedural rather than analytical skills.

2. Baccalaureate:

   A. Lower Division Baccalaureate/Associate Degree. This category includes course work found in programs leading to the Associate in Arts, Associate in Science, and Associate in Applied Science degrees and introductory-level course work normally found in baccalaureate programs. Emphasis is on learning basic principles that have broad judgmental application.

   B. Upper Division Baccalaureate. This category includes course work usually completed during the last 2 years of a baccalaureate program. The courses generally involve specialization of theoretical or analytical nature beyond the introductory level.

   C. Graduate Degree. This category includes course work leading to a graduate degree. The courses tend to be oriented toward independent study, original research, critical analysis, and the scholarly and professional application of the specialized knowledge within a discipline.

Credit toward the General Studies degrees is awarded for baccalaureate level work only and not for strictly vocational level learning.

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[5] The National Guide to Credit Recommendations for Non-Collegiate Courses. (1979 Edition) American Council on Education, p. xviii.

To help determine whether your knowledge in a particular area is "college level" you could ask yourself questions such as:

- What evidences are there that my learning was more than just a practical experience and that it included the application of certain theoretical principles of knowledge?

- Do I know what recognized experts in the field have done, thought, read, and said concerning my area of knowledge?

- If you are seeking credit in the area of management, for example, can I identify the principles of management? Am I familiar with what experts say are the current trends in management? [6]

Furthermore, college level credit can be both "lower division" - learning usually covered in Freshman and Sophomore level courses and "upper division" - learning usually covered in Junior and Senior level courses. Your request for credit should indicate the appropriate level of knowledge you feel you possess.

Although the General Studies Degree Programs do not award graduate credit, persons certainly may have gained the kind of knowledge equivalent to graduate level academic work through various life experiences. If a person can demonstrate such "graduate level" learning, this would be a powerful argument for the awarding of undergraduate credit at the upper division level.

B) It is also primarly your responsibility, with the advisor's help of course, to develop an argument for the awarding of a certain number of credits.

One way of doing this is to study the college bulletins of schools offering courses in your area of competence. Beyond that you can examine textbooks used for specific courses and also the course syllabi which give an even better understanding of the content of a particular course or courses. If a person can show that his/her knowledge is closely equivalent to a particular college course or to a portion of a single course or to several courses or to portions of several courses, a reasonable argument for a certain number of credits at a particular level can be made. A person should feel free to examine the course offerings not only of IUSB but also of other accredited Junior Colleges, 4 year colleges and universities in order to develop the "request for credit."

If your learning from life experience has at least in part been through participation in non-credit courses, seminars, workshops or a non-accredited program of instruction in a classroom setting, you may find the following guidelines of help.

1. Usually 1 college credit is equivalent to 12-15 hours in class. This presumes an additional 24-30 hours of outside class reading, research, writing of papers and reports, etc.

2. If your learning has taken place totally in the classroom or on the job without outside classroom study, 40-45 hours would equal 1 credit hour.

[6] see A Guide to Portfolio Development, New College, The University of Alabama. p. 6.

The number of hours that one spends in study or work does not prove that the learning was college level. Nevertheless it does help provide a framework for deciding the possible number of credits that could be awarded after the learning is judged to be college level.

The important point is the depth of the experience - how much has been learned and not how much time has been spent in the activity. A law enforcement officer may have worked for ten years in a particular area but credit will not be given just for the time spent on the job. The student will be asked to demonstrate in the portfolio what has been learned from the ten years of experience. He/she may have had one year of experience repeated ten times.[7]

For persons who have completed formal class work or a non-baccalaureate degree or diploma program, it will be necessary to provide transcripts; course descriptions; lists of textbooks used. In short, materials which document the kind of subjects studied, the level of instruction and the extent to which the person mastered the content.

## 7. The Appendix

The purpose of the appendix is to provide information that you consider important for the evaluator to know but which does not comfortably fit into the body of the portfolio such as various types of documentation; job descriptions, letters of verification, bibliographies, test scores, etc.

You will need to indicate in the body of the portfolio whenever you have placed a relevant item in the appendix.

This section can be single spaced.

[7] see A Guide to Portfolio Development. p. 4.

## WHAT HAPPENS TO THE PORTFOLIO AFTER I HAVE COMPLETED IT?

After you have finished the portfolio, make a copy of all materials for yourself. Then turn in the original to your advisor who will examine it to make sure that it has been prepared according to the specified format. The advisor will sign the title page. The advisor will consult with the appropriate department chairperson who will suggest the faculty evaluator. The portfolio is given to the faculty person for evaluation.

After the faculty person has had an opportunity to read the portfolio, the student will usually have an interview to discuss the relevant elements of the portfolio.

Actions that can be taken after this interview are:

1. The awarding of credit.

2. A request that the student provide further evidence of knowledge by providing more documentation, taking some tests, doing some independent study etc.

3. No credit award.

In all instances the student will have an opportunity to request a review of the evaluator's action. Such a review request would begin with the student consulting his/her advisor and indicating briefly in writing his/her reasons for requesting the review.

The request will be evaluated by the Coordinator of the External Degree Programs, the Chairperson of the Extended Studies Committee and the faculty person.

HOW LONG DOES THE EVALUATION PROCESS TAKE?

After the portfolio has been submitted to the faculty evaluator you can expect action within one month.

IS THERE A MAXIMUM NUMBER OF CREDITS THAT I CAN EARN TOWARD THE GENERAL STUDIES DEGREES ON THE BASIS OF PRIOR LEARNING EXPERIENCES?

Yes and No!

Usually a person will be awarded what is called General Credit for learning gained from life experience. General Credit designates college level learning that does not neatly fit the traditional courses offered at IUSB. General Credit is also a way of making clear on a student's transcript that this particular college level learning was gained outside the usual university control.

There is a limit on the number of General Credits that can be accepted toward the General Studies degrees. That is, 15 General Credits toward the Associate of General Studies degree and 30 General Credits toward the Bachelor of General Studies degree.

It is however also possible that credit can be awarded on a course specific basis if the evaluator judges the knowledge to be equivalent to the content of a particular course.

Thus a person could gain both General Credits and course specific credits for learning gained from life experience. There is no limit on the number of course specific credits that could be earned.

HOW DO CREDITS EARNED FOR LEARNING FROM LIFE EXPERIENCE FIT INTO MY DEGREE PROGRAM?

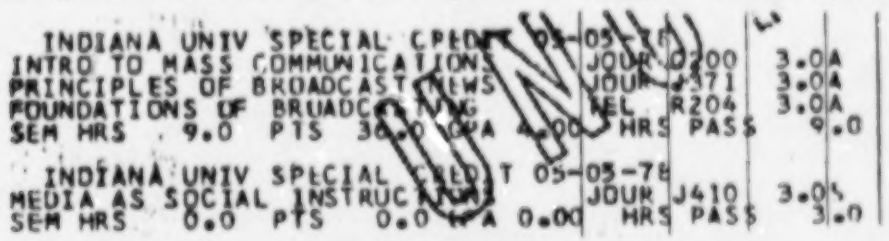
General Credits can be used to fulfill elective course requirements only. Upper division General Credits can be used to fulfill the requirement that 30 credits toward the bachelor's degree must be upper division. Course specific credits awarded for learning from life experience can be used to fulfill required areas of learning as well.

HOW DOES CREDIT EARNED FOR PRIOR LEARNING APPEAR ON THE I.U. TRANSCRIPT?

General Credit is transcripted as follows:

| | | | | | |
|---|---|---|---|---|---|
| SELF-ACQUIRED COMPETENCY | | | SCS | G299 | 15.0 S |
| SEM HRS 0.0 PTS 0.0 GPA 0.00 | | | HRS PASS | | 15.0 |

Course Specific Credit awarded for prior learning is transcripted:



INDIANA UNIV SPECIAL CREDIT 05-03-78
INTRO TO MASS COMMUNICATIONS JOUR J200 3.0 A
PRINCIPLES OF BROADCAST NEWS JOUR J371 3.0 A
FOUNDATIONS OF BRUADCASTING REL R204 3.0 A
SEM HRS 9.0 PTS 36.0 GPA 4.00 HRS PASS 9.0

INDIANA UNIV SPECIAL CREDIT 05-03-78
MEDIA AS SOCIAL INSTRUCTIONS JOUR J410 3.0 S
SEM HRS 0.0 PTS 0.0 GPA 0.00 HRS PASS 3.0

Please note that the grade awarded for General Credit is "S" (Satisfactory).

Where course specific credit is awarded by the University, that credit will be recorded with the grade S on the student's transcript unless it clearly merits an A grade.

CAN CREDITS EARNED FOR PRIOR LEARNING BE TRANSFERRED TO OTHER I.U. CAMPUSES, DIVISIONS OR TO OTHER UNIVERSITIES?

General Credit is transferrable to any other IU External Degree program in General Studies. However, there is no assurance that General Credit could be used to fulfill requirements for other I.U. degrees or degrees offered by other colleges or universities.

Course Specific credits (Indiana University Special Credit) awarded for prior learning are usually also especially evaluated by other IU divisions or other colleges or universities before acceptance toward degrees other than General Studies.

IS THERE A CHARGE FOR CREDIT EARNED FOR PRIOR LEARNING?

Yes. The regular per credit hour rate in force for university courses offered by the IU Correspondence School is charged for General Credit.

However, the charge for course specific credit is as follows:

> Freshmen will be eligible for waiver of the recording fee for credit during their first two semesters in residence. Undergraduate transfers from other institutions can receive credit during the first semester in attendance at Indiana University by paying a recording fee of $5 per credit hour. All other undergraduates will be assessed at the regular credit hour fee.[8]

These credit hour fees can be paid at any time convenient to the student. The fees need <u>not</u> be paid upon the award of the credit. The credit will not appear on the student's transcript however until the fees are paid. The fees will be determined by the rates in effect at the time of the transcription of credits.

[8] see IUSB Bulletin 79/80. p. 17-18.

AN IMPORTANT CONSIDERATION . . .

is that though our work, whether volunteer or paid, our interests and hobbies, is usually of great value to us and to our families and to others, such activities may sometimes not be evaluated as being college level. This does not mean that such activities are not valuable nor that they are not valuable as far as the college or university is concerned. What it does mean is that this learning is not relevant to a particular college degree. The award of college credit for a particular type of learning is made in relationship to the requirements of a specific degree program. Evaluation for college credit is one form of assessment made within a very specialized context. It is an evaluation that makes sense within this context. However there are other types of evaluation possible, necessary and perhaps in the final analysis, more personally and socially significant.

ARE THERE ANY WAYS OF EARNING CREDIT FOR LEARNING FROM LIFE EXPERIENCE OTHER THAN BY WAY OF PORTFOLIO?

Yes.

- A person can earn credit by passing standardized tests offered through the College Level Examination Program (CLEP). There are about 40 tests in various academic areas available. Credits earned in this way can be used to fulfill both degree requirements and electives. The cost is $20.00 per test. Only passing scores are recorded on your transcript. Tests can be retaken every 6 months if necessary.

- Those students who already possess substantial knowledge/experience in major areas of learning may obtain credit upon the successful completion of a final examination in a specific Indiana University course. This credit option is administered by the Independent Study Division of the School of Continuing Studies in Bloomington. A special application form is available from the IUSB External Degree Office.

How Do I Apply?

The student must contact the Independent Study Division to request this option. You will be asked for background information and previous experience related to the learning objectives of that particular course. The request is then reviewed by the course instructor who teaches the equivalent course. The instructor's approval is necessary before the student can be allowed to enroll only for the examination. The student, in considering whether or not to attempt this credit option, is strongly encouraged to first look over the course description (available in the Independent Study Division) and purchase the course study guide ($4). Your review of these materials should help you assess whether or not you have the knowledge to pass the test. The study guide can still be used if you decide to take the course instead of the exam.

How Much Does It Cost?

There is no charge for the instructor's consideration of the request to take the test instead of the course. If the request to take the test is approved by the instructor, you enroll in the course and receive the materials needed to prepare for the examination. The exam may be taken within one year of the date of course registration. All fees are due at the time of enrollment. The fee currently is $26 per credit hour, which includes the fee for one exam. If the results of the first exam are unacceptable, there is a $20 charge to take the exam a second time. For example: if the course is 3 credit hours, the charge is $78. If you need to take the test a second time, an additional $20 is charged.

What If I Do Not Pass the Test?

If unsuccessful on the first exam, you may take the test one more time. After two unacceptable results, you must take the course if credit is still desired. The student may also decide to take the course after taking the exam the first time. In either case, the charge will then be $26 per credit hour. No grade is recorded if you do not pass the examination, nor is credit given.

— The School of Public and Environmental Affairs at IUSB may grant up to a maximum of 15 credit hours towards the Bachelor and Associate of General Studies Degrees to students who have had significant policy level work experience in their backgrounds. The work experience which will qualify a student for such a grant may be of a management nature or may be in program or policy development with a governmental agency. (Work experience which has been routine and has involved only limited discretion will not qualify a student for this grant.)

Further information about these options is available from the External Degree Program Office.

WHERE DO I GO FROM HERE?

You have made an important beginning. This is the first step. A second step may be to fill-out the "Request Form" on the next page indicating what you feel you need in order to get the job of portfolio preparation done. Give or send this form to the IUSB External Degree office. Step three is to get something - no matter how crude or unorganized you may feel it is on paper and step four to send it to the External Degree Advisor.

We are here to help!

REQUEST FORM: (What do you need to get the job done?)

Name _____

Address _____

_____

Telephone _____

I NEED:

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TENTATIVE CLUSTER TITLES:

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